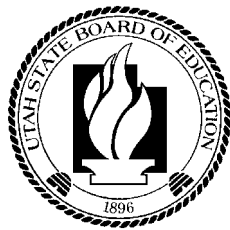


**The Report of the
Accreditation Visiting Team**

**Juab High School
802 North 650 East
Nephi, UT 84648**

December 2-3, 2003



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Juab High School
802 North 650 East
Nephi, UT 84648**

December 2-3, 2003

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Patti Harrington, Associate Superintendent

**Vicky Dahn, Director
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, December 2-3, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Juab High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Richard Durbin is commended.

The staff and administration are congratulated for the generally fine program being provided for Juab High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Juab High School.

Steven O. Laing, Ed.D.
State Superintendent
of Public Instruction

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

District 1

Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740

District 6

Tim Beagley
3084 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454

District 11

David L. Moss
1964 Hawk Circle
Sandy, UT 84092
Phone: (801) 572-6144

District 2

Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 7

John C. Pingree
1389 Harvard Avenue
Salt Lake City, UT 84105
Phone: (801) 582-5635

District 12

Mike Anderson
455 East 200 North
Lindon, UT 84042
Phone: (801) 785-1212

District 3

Edward Dalton
1323 Bryan Road
Erda, UT 84074
Phone: (435) 882-4498

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 13

Linnea S. Barney
1965 South Main Street
Orem, UT 84058
Phone: (801) 225-4149

District 4

Joyce W. Richards
930 East 5000 South
Ogden, UT 84403
Phone: (801) 479-5370

District 9

Denis R. Morrill
6024 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334

District 14

Dixie Allen
1065 South 500 West
Vernal, UT 84078
Phone: (435) 789-0534

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 10

Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Jed H. Pitcher*

Regence Blue Cross Blue Shield of Utah
PO Box 30270
Salt Lake City, UT 84108
Phone: (801) 583-2375

Sara V. Sinclair*

1340 North 1500 East
Logan, UT 84341-2851
Phone: (435) 754-0216

Steven O. Laing

Executive Officer

Twila B. Affleck

Secretary

**Board of Regents Appointments*

10/30/03

JUAB SCHOOL DISTRICT

BOARD OF EDUCATION

Leon Pexton	President
Delanie Hathaway	Vice President
Rick Welsh	Member
Stacy Brooks	Member
Dale Fowkes	Member

DISTRICT ADMINISTRATION

Kirk Wright	Superintendent
Tony Sperry	E.T.I. Coordinator
Norman Wall	Assistant Superintendent
Susan Cowan	Supervisor: Special Education
Darren Clark	Business Administrator
Adrian Villar	Maintenance Supervisor
Norman Wall	Supervisor Transportation
Nannette Barrett	Supervisor School Lunch

JUAB HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

M. Richard Durbin..... Principal
Paul Messersmith..... Assistant Principal

Counseling

Alan Sperry..... Counselor
Derrin Owens..... Counselor

Support Staff

Sonja DeMille
Becky Sperry

Pam Welsh
Jackie Messersmith

Susan Painter

Faculty

Donna Allred
Calvin Baird
Loraine Belliston
William Biesinger
Kristy Carter
Michelle Davidson
Brian DeMille
Dave Fletcher
Allee Gee
Joseph Heywood

Richard Imler
Ron Marrelli
Paul Messersmith
Tamara Mortensen
Gary Nielson
Derrin Owens
Kenneth Rowley
Caleb Sanders
Alan Sperry
Tina Squire

Janice Stanley
Janet Sutorius
Laren Swensen
Tiffany Taylor
Kevin Waldron
Lorraine Wallace
Loreta Whicker
Yvonne Wilden
Casy Winn

JUAB HIGH SCHOOL

MISSION STATEMENT

Understanding: of our world and key elements required to succeed in our world.

Stretching: the minds, the capabilities, and the possibilities of those who participate in this culture we call school.

Achieving: high standards of excellence. We are not about failure. Without achievement, high standards are meaningless.

BELIEF STATEMENTS

1. Learners must have a clear sense of direction, control and purpose for their learning expectations.
2. Learners must be able to self-assess their own learning.
3. Learners must be able to engage in a variety of learning activities that include Direct Instruction, Collaborative Problem Solving, Argumentation and Justification, and Creativity.
4. Assessments must be designed to allow learners to demonstrate their competence.

MEMBERS OF THE VISITING TEAM

John Goldhardt, Principal, Snow Canyon Middle School, Washington County
School District, Visiting Team Chairperson

Nan Allsen, North Sanpete High School, North Sanpete School District

John Jaussi, North Summit High School, North Summit School District

Natasha Madsen, Manti High School, South Sanpete School District

Linda Miller, Gunnison Valley High School, South Sanpete School District

VISITING TEAM REPORT

JUAB HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Juab High School is located in Nephi, Utah near Interstate 15; students who attend the school come from Nephi, Mona, and Levan. The school has 533 students and serves students in grades 9-12. Approximately one-third of the students (mostly those from Mona and Levan) ride the bus to school. The communities served by Juab High have traditionally been agriculture-based; however, the number of students who come from families that commute to the larger area of Provo/Orem is increasing. The Provo/Orem area is only 30 minutes north of Nephi.

a) *What significant findings were revealed by the school's analysis of its profile?*

The school is extremely homogeneous in that there are very few students of color and no students with ESL modifications. The achievement level of students has increased over the last three years. However, the historic community culture has a significant influence upon the academic values of students. Approximately 35 percent of students qualify for free or reduced-price lunch.

b) *What modifications to the school profile should the school consider for the future?*

Although the school is homogeneous, 35 percent (or one third) is considered low income. The school needs to take a careful look at students from poverty-stricken backgrounds. The Visiting Team suspects that the students who are not learning may very well be students living in poverty. We suggest that the research of Dr. Ruby Payne (“Understanding the Culture of Poverty”) be reviewed and that data be disaggregated to get specific information about students living in poverty.

Suggested Areas for Further Inquiry:

- Disaggregate CRT testing data.
- Investigate community demographics.
- Disaggregate attendance rates.
- Determine what grades students earn vs. what they score on the district competency assessments and CRT assessments.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The self-study had little involvement from the community. The self-study was completed, for the most part, by a few staff members at Juab High. However, the community was involved in perception data about the school, and the administration has shared the data with parents.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-evaluation is honest and accurate. Both strengths and limitations are apparent in the study. The study would have been even more accurate if data had been disaggregated.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Juab High School's desired results for student learning (DRSLs) are as follows:

1. ACT: Perform at or above a score of 20.
2. Power Standards: Score at the Proficient (Partial Mastery) or above on CRT assessments.
3. Skills Certification: Pass vocational certification tests at 80 or above.
4. Writing: Pass the Juab High School district writing assessment with 3 or above on all categories of the 6-point rubric.
5. Life Skills: Become self-directed learners and problem solvers.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The faculty was involved in a full day of discussion, brainstorming, drafting, editing, and finally creating a finished written document. Parents and students were shown the mission statement and asked for input. The stakeholders

understand and support the mission statement. The faculty meets for a full day at the end of each quarter, and accreditation was the focus of their meetings during the year. The mission statement represents a commitment to student success.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements were developed in conjunction with the mission statement. The actions of the teachers and administration support the belief statements and are demonstrated by their attitudes, curricula, and desire to improve student learning.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement and belief statements support the commitment for school improvement. The DRSLs are listed as “indicators” instead of desired results for student learning. The DRSLs need to be rewritten as improvement goals for the school instead of indicators. Indicators describing how each DRSL will be assessed need to be identified.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Starting with the district leadership, new teachers are trained to use instructional processes for two years. In the third year, new teachers are evaluated by a team of principals to determine their progress in implementing district standards of good educational practices. This training helps to ensure that teachers are working with the Utah Core Curriculum.

The principal shows great leadership in encouraging his teachers to develop strategies and methods to improve how they teach the Core Curriculum. Part of the teacher evaluation focuses on how well teachers focus on the Core.

The staff has shown a willingness to work with the Power Standards developed by the principal. These Power Standards have been developed by evaluating the percentage of questions dedicated to concepts on the Core test. Teachers will then adjust their teaching time to reflect the Power Standards.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The school is to be commended on the competency testing required for all students to graduate. This testing is in addition to the Core testing, SAT, and ACT. Testing results are a key element in the desired results for student learning at the school.

Teachers have close interdisciplinary relationships. Faculty are willing to share ideas and work across the curriculum, especially in writing. Teachers in all disciplines help students pass the school district's writing competency test by giving them writing assignments in math, and even journals in band. The school's emphasis on the Six Traits of Writing and the cooperation of all teachers in working with writing reflects the school's desired result for student learning in this important area.

Teachers are genuinely concerned about student progress. "Ds" have been eliminated from the grading scale. In place of a "D" there is a "NG." Students are able to work with the teacher after receiving a "NG" to bring the grade to a passing "C-." If students don't correct the "NG," they receive an "F." This "NG" system has been used in this high school for a number of years.

Students and teachers have a very close and nurturing relationship. Respect and courtesy flows both ways. Teachers seem to create a positive and friendly atmosphere in the classroom and elsewhere in the school. Cooperation between teachers and administrators is also very commendable.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team observed school staff and students over a two-day period. During this time, team members observed a variety of learning experiences that actively engaged the students. Although most of the observation was of direct teacher instruction, other methods of instruction were observed, including life skills activities, review of assessments, online research, selected response, and discussion.

Teachers are encouraged to meet with their departments each week to discuss new methods and concerns. This is done to the extent that time and extracurricular commitments will allow. The staff is a very solid and cohesive group that seems to have an understanding of student achievement and how it relates to testing. The staff is working on various methods to improve test scores and help students succeed in the classroom. For example, methods to implement the Six Traits of

Writing strategy into each curricular area are evident and evolving. Teachers use this strategy along with adapted rubrics in all areas of the curriculum.

It must be noted that the district leads the staff in progressive and data-driven training. Efforts are made to align strategies to state and national standards. Teachers expressed appreciation for district and school administrators for their efforts to keep them up to date with the latest instructional strategies. The district also offers teachers a salary increase after a certain level of training has been reached.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Teachers are encouraged and, in many instances, trained by the district to use research-based methods of instruction. Survey results show that teachers, students, and parents agree that a variety of teaching strategies are being used. Data and scores from the CRT, SAT, and ACT tests are reviewed by the staff to detect areas of concern. Students are required to pass competency tests in order to graduate. Teachers follow the ACT standards, which are published in the student handbook, and they also implement the “essential questions” or “power Standards strategy to ensure that students are moving toward competency in the basic Core Curriculum. The use of Power Standards is still evolving and developing, but teachers expressed the usefulness of this strategy. Teachers exhibit a working understanding of the DRSLs and are involved in what student learning “looks like.” This concept drives departmental decisions, directly affecting teaching strategies.

No “D” grades are given to students. This policy may be used to allow various students the opportunity to finish work after the grading period. As one teacher said, “We believe that the student hasn’t ‘failed’—they just haven’t learned it yet.” This also gives teachers the opportunity to establish their own minimal achievement standards and to set up classroom policy that allows all students to succeed.

Juab High School does not have a substantial ethnic population. The ESL program for the high school was not identified. It must be noted that the data was not disaggregated to show students who require free and reduced-price lunch or fee waivers. This would be helpful in correlating students at risk and poverty issues. There is not an alternative program for students who fail to succeed. Students who leave the system are directed to other forms of education outside the district. The school does offer an at-risk program, however, to monitor progress for identified students who exhibit poor academic progress.

Teacher evaluations include a data component that requires justification of student improvement through teaching strategies. This is a difficult method for teachers

in subjects that are not data-driven, and was a concern for the instructional design focus group.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Peer tutoring is offered each day after school in the library. Teachers and students commented that this has been beneficial for those students in advanced classes. An at-risk program addresses the needs of students who may struggle to complete assignments or organize their time, which reduces the risk of failure. EDNET courses and concurrent enrollment courses are offered for advanced students. Juab High School participates in the Sterling Scholar program and offers students the opportunity to compete in math, music, art, and drama, as well as all athletic competitions. A diverse vocational program is available for students. Better promotion of these various activities and classes was mentioned as a way to improve this type of learning experience among the student body.

The attendance policy for Juab High School promotes student accountability. Statistics verify that, by implementing a more demanding attendance policy, the failure rate has been reduced. The administration is committed to encouraging students to attend class in a consistent manner. This policy reduces class interruption and places a high value on class time. Throughout the team visit, halls were clear during class time and students seemed intent on arriving at class on time. In addition to this, student leaders were excellent models of good citizenship.

The library is available to students throughout the day. Internet access computers are available, as well as an online catalog. Currently, the Core Curriculum for library media is not taught, and the catalog receives minimal use. It was noted in the Media Department analysis that although the collection is current, it is not of adequate size for the student population.

Juab High School has a well-equipped and highly utilized computer lab. Visiting Team members observed that during each period of the day, students could be found in various numbers completing class work. Many times, teachers were in the lab with their classes to access information for research projects.

Students and teachers end the day at 2:35, and teachers are required to remain in their classrooms until 3:15. This is to allow students time to get extra help, catch up on missed assignments, etc. The bus schedule seems to interfere with some students' ability to stay and get help.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Assessments of student learning are based on a clear definition of the type of achievement to be assessed and the performance standards for evaluating the level of the quality of students' achievements. Schoolwide assessment instruments are used for the Accelerated Reading program, and are available in the computer lab. Schoolwide writing tests are graded using the Six Trait of Writing rubric, and the schoolwide math competency tests are available in math classrooms. The testing instrument for Governance is reflective of the "Essential Questions" related to student Rights and Responsibilities. Student academic performance standards are clearly outlined in the student handbook. Classroom student assessments are strongly reflective of the school standards and are correlated to the school improvement plan.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Teachers are using a wide variety of assessment tools that are reflective of the classroom and DRSL indicators. Performance evaluation tools have been developed to give students multiple ways to demonstrate quality learning, which may include portfolios, creating vignettes, debates, journals, posters, and Internet competitions. The development of Power Standards and aligning assessments to those standards is a strong positive influence in the classroom. The use of disaggregated data will assist teachers in increasing their effectiveness.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There is evidence that there are multiple testing methods designed and used to assess student performance. Teachers are aware of the need to develop a variety of assessments to accommodate the variety of learning styles. All staff members have the opportunity to attend district inservice training related to assessment methods.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership at Juab High School has a great understanding of quality instruction. Mr. Durbin has initiated the emphasis upon standards and Power

Standards, ACT preparation, and effective writing. This school has a positive learning climate.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

All decisions concerning professional development and curriculum design are based upon valid and reliable research. The leadership has utilized effective research literature concerning standards, curriculum mapping, writing strategies, performance assessments, and curriculum design.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The leadership does an adequate job of monitoring student achievement and instructional effectiveness. Data, especially attendance data, is reviewed to help make effective decisions. CRT and Juab Competency Exam data are used to enhance instruction.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership at Juab High has developed a school with a safe and orderly environment. The environment in the school makes it possible for effective teaching and learning to take place. Other management aspects of the school are done with skill and integrity.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resource, which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The principal utilizes the DRSLs and school goals for the allocation of resources and as a basis for major decisions in the school.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Mr. Durbin has done an excellent job of getting parents more involved at Juab High. He is involved with the active Community Council, and parents stated that they feel welcome and respected in the school and when dealing with school personnel.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The school has encouraged and developed strong community involvement. This is demonstrated by the percentage of parents attending the SEOP conferences (95 percent), the number of students engaged in the Career Experience (100+), and an active, working Booster Club. In addition, the school has strong support from the district office.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school has organized a strong Booster Club and Community Council that have integrated parents and business leaders into their planning processes. The Visiting Team noted the strong support for the counseling program, the SEOP process, and the twice-a-year parent/teacher nights. They have developed strong links to the business community, permitting many students to engage in career experiences and internships.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The district and school are very focused on school and teacher improvement for the benefit of the students. They continuously provide training for new teachers, tenured teachers, and administrators to increase the quality of teaching in the district. They have workshops within the district and encourage teachers to attend professional development training on the state and national levels. Teachers can change salary lanes by attending district training as well college classes. District-level teacher evaluations are required every three years. They provide the teacher with ways to improve teaching strategies.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school administration supports individual and staff training and is continuously providing the teachers with new educational research and “best practices” to evaluate teaching and make improvements when deemed necessary. Time is provided during the year for five days planned by the district and at least four days at the school for individual and staff improvement. New teachers attend eighteen hours of training on the instructional process, provided by the district,

during the first two years they teach. They are also brought up to date on current projects in the school.

The school has an active school improvement committee the includes teachers and parents. They meet monthly to discuss problem and establish policies to improve the educational climate at the school. AYP meetings to promote improvement are held regularly.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is not met. The school does not have a certified library media specialist.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan is not specific enough. Each goal must include action steps, timelines, and communication with stakeholders and evaluation. The goals selected are adequate and align with the mission, beliefs, and desired results for student learning. However, follow-through will not be effective unless the action plan is modified.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

There is commitment from the administration, teachers, and parents to the action plan. There is a desire among the stakeholders to use the goals as a means to improve student achievement.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The follow-up process is not in place. This is a concern of the Visiting Team and is the primary reason that the Visiting Team recommends an on-site review during the third year of the six-year term of accreditation. There must be specific follow-up with specific accountability for the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the administration, staff, and accreditation leadership team for compiling an honest self-study, for completing the process for accreditation, and for making a concerted effort to enhance student achievement.
- The Visiting Team commends Juab High for its use of standards – specifically Power Standards. This “raises the bar” for student achievement and provides the basis for effective instruction and assessment.
- The Visiting Team commends Juab High for an excellent writing program. The Six Traits rubric is utilized, and students know what is expected of them and how they will be assessed. The Visiting Team also commends the school for integrating writing in all content areas.
- The Visiting Team commends the Juab High School student leaders for organizing school events that involve all students, and for making a concerted effort to invite and involve students who have not been active in or involved with student activities.
- The Visiting Team commends Juab High for being an inviting place. Teachers, parents, and students feel welcome in this school. Students are invited to succeed and are treated as able and responsible individuals.
- The Visiting Team commends the teaching staff for making the time to collaborate with one another to enhance student achievement through reviewing Power Standards, assessments, and instructional strategies.
- The Visiting Team commends Juab High for having a safe and orderly environment. Students feel safe, and they know what is expected of them as it relates to school disciplinary expectations.
- The Visiting Team commends Juab High for its use of ACT preparation standards. This is a high school that wants students to be well prepared for higher education.
- The Visiting Team commends Juab High for having an excellent attendance policy. Student attendance is a necessary component of student achievement.
- The Visiting Team commends Juab High for having an excellent and effective professional development program. This is not possible without a strong principal who serves as an instructional leader. The professional development

opportunities at Juab High are research-based and are tied directly to goals for student achievement.

- The Visiting Team commends the Juab School District for its support of Juab High and for having a vision for effective teaching and learning.

Recommendations:

- The desired results for student learning (DRSLs) need specific indicators and an assessment system so that school officials know when results are being achieved.
- The action plan needs to be more specific. The plan must include action steps, persons responsible, timelines, communication with stakeholders, and evaluation (baseline measures).
- Juab High School needs an alternative placement center for students who are placed on expulsion or who need alternative services to learn. The Visiting Team suggests that officials from Juab High analyze the alternative programs of other districts to garner ideas.
- The Visiting Team recommends that Juab High have two full-time counselors. This will make it possible for the counselors to complete **all** small group SEOPs, as well as individual SEOPs with parents. To enhance parent-teacher communication, the Visiting Team further recommends that all parent-teacher conferences be formal and well advertised so that teachers and parents can meet face-to-face at least twice a year to discuss specific progress of students.
- The Visiting Team recommends that Juab High School have a full-time certified media specialist and that the Instructional Media Center be brought up to the minimum standards of the Utah State Office of Education and the Northwest Association of Schools and of Colleges and Universities, which is 15 volumes per student and a 5 percent rate of replacement for holdings each year. The Visiting Team further recommends that the Instructional Media Center be made the research hub of the school by the addition of modern technology for research.
- The Visiting Team recommends that the administration become more involved with supervision of teaching of learning by visiting classrooms more often and validating effective practices.